

Relationships and Sex Education Policy



Approved

Trust Board

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Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a primary academy we must provide relationships education to all children as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all children a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Place Farm Primary Academy we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with trust staff, children and parents. The consultation and policy development process involved the following steps:

1. Review – a working group of trust staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – (the policy was shared with all parents and interested parties and were asked to send written comments or questions about the policy to the working group
4. Child consultation – we investigated what exactly children want from their RSE
5. Ratification – once amendments were made, the policy was shared with the trust board and ratified

Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

At Place Farm Primary Academy, we use Jigsaw, a PSHE scheme of work. In this scheme, all year groups work on the same theme (Puzzle) at the same time. An overview of the RSE curriculum can be found in Appendix 1. It may be adapted as and when necessary.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children. We provide parents with an overview of how this taught at different ages via a letter that is sent out early on in the new school year. An example of this letter can be found in Appendix 3.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the computing and physical education (PE) curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

The table below shows the learning theme for each theme for each of the six puzzle pieces that are taught across the school. Puzzle 6, Changing Me, delivers the RSE content.

| Term | Puzzle (Unit) | Content |
|----------|------------------------|---|
| Autumn 1 | Being Me in My World | Includes understand my own identify and how I fit well in the class, school and global community. Jigsaw Charter establish. |
| Autumn 2 | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding. |

| | | |
|----------|------------------|--|
| Spring 1 | Dreams and Goals | Includes goal-setting, aspiration, who do I want to become and what would I like to do for work and to contribute to society. |
| Spring 2 | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well healthy lifestyle choices, sleep, nutrition, rest and exercise. |
| Summer 1 | Relationships | Includes understanding friendship, family, and other relationships, conflict resolution and communication skills, bereavement and loss. |
| Summer 2 | Changing Me | Includes relationship and Sex Education in the context of coping positively with change. |

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The trust provides each school with three sessions a year with the OM Health & Wellbeing Consultancy. They provide sessions based around RSE for children in all year groups. They also offer sessions for parents after school.

Roles and Responsibilities

The trust board will approve the RSE policy, and the governing body will hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Class teachers and HLTAs are responsible for teaching RSE at Place Farm Primary Academy. Class teachers are responsible for the delivery of sex education lessons.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of **child protection**. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy).

Children

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents

The school fully respects that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- The school will now provide parents with the learning content through the Jigsaw portal. Each year group has their own code for parents to use.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. If a parent wishes their child to be withdrawn from this part of the programme, they should discuss this with the Headteacher, and make it clear which aspects they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are required to confirm this in writing.

Alternative work will be given to children who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE, where required.

Monitoring arrangements

The delivery of RSE is monitored by Jamie Graham through a range of methods including planning scrutiny, learning walks and pupil perceptions.

Children's development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed and approved by the Trust board annually and adopted by the governing body.

Appendix 1: Curriculum map

Year 1 Curriculum Overview Summer term

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|------------------------------|---|--|
| 1. Life cycles | R1, R6 | I am starting to understand the life cycles of animals and humans | I understand that changes happen as we grow and that this is OK |
| 2. Changing Me | H4 | I can tell you some things about me that have changed and some things about me that have stayed the same | I know that changes are OK and that sometimes they will happen whether I want them to or not |
| 3. My Changing Body | | I can tell you how my body has changed since I was a baby | I understand that growing up is natural and that everybody grows at different rates |
| 4. Boys' and Girls' Bodies | R19, R25, R26, R27, R29, H34 | I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus | I respect my body and understand which parts are private |
| 5. Learning and Growing Puzzle Outcome: Piece 5 Flowers | R15 | I understand that every time I learn something new I change a little bit | I enjoy learning new things |
| 6. Coping with Changes Assessment Opportunity | R32, H2, H3 | I can tell you about changes that have happened in my life | I know some ways to cope with changes |

Year 2 Curriculum Overview Summer term

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|--|--|---|
| 1. Life Cycles in Nature | | | I understand there are some changes that are outside my control and can recognise how I feel about this |
| 2. Growing from Young to Old | | I can tell you about the natural process of growing from young to old and understand that this is not in my control | I can identify people I respect who are older than me |
| 3. The Changing Me | H34 | I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old | I feel proud about becoming more independent |
| 4. Boys' and Girls' Bodies | R26, R27, R29, H34 | I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private | I can tell you what I like/don't like about being a boy/girl |
| 5. Assertiveness | R15, R19, R25, R26, R29, R30, R31, R32 | I understand there are different types of touch and can tell you which ones I like and don't like | I am confident to say what I like and don't like and can ask for help |
| 6. Looking Ahead Assessment Opportunity | H2, H3 | I can identify what I am looking forward to when I move to my next class | I can start to think about changes I will make when I am in Year 3 and know how to go about this |

Year 3 Curriculum Overview Summer term

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|-----------------------------|--|---|
| 1. How Babies Grow | H2, H3 | I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby | I can express how I feel when I see babies or baby animals |
| 2. Babies | H2, H3 | I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow | I can express how I might feel if I had a new baby in my family |
| 3. Outside Body Changes | H2, H3, H34 | I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process | I recognise how I feel about these changes happening to me and know how to cope with those feelings |
| 4. Inside Body Changes | R27, H2, H3, H34 | I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up | I recognise how I feel about these changes happening to me and know how to cope with these feelings |
| 5. Family Stereotypes | R1, R2, R3, R4, R18, H2, H3 | I can start to recognise stereotypical ideas I might have about parenting and family roles | I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes |
| 6. Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles | H2, H3 | I can identify what I am looking forward to when I move to my next class | start to think about changes I will make next year and know how to go about this |



Year 4 Curriculum Overview Summer Term

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|--|--------------------------|--|---|
| 1.Unique Me | R1, R2, R3, R4, R27 | I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm | I appreciate that I am a truly unique human being |
| 2. Having a Baby | R1, R2, R3, R4, R26, H34 | I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby | I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult |
| 3.Girls and Puberty | R26, H34, H35 | I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this | I have strategies to help me cope with the physical and emotional changes I will experience during puberty |
| 4.Circles of Change Puzzle Outcome: Circles of Change | H4 | I know how the circle of change works and can apply it to changes I want to make in my life | I am confident enough to try to make changes when I think they will benefit me |
| 5.Accepting Change | H2, H3 | I can identify changes that have been and may continue to be outside of my control that I learnt to accept | I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively |
| 6.Looking Ahead Assessment Opportunity | | I can identify what I am looking forward to when I move to a new class | I can reflect on the changes I would like to make next year and can describe how to go about this |

Year 5 Curriculum Overview Summer Term

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|---|--------------------------------------|--|--|
| 1.Self and Body Image | R15, R25, R26, R27, H5, H6, H10, H18 | I am aware of my own self-image and how my body image fits into that | I know how to develop my own self esteem |
| 2.Puberty for Girls | H34 | I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally | I understand that puberty is a natural process that happens to everybody and that it will be ok for me |
| 3.Puberty for boys | H2, H3, H34 | I can describe how boys' and girls' bodies change during puberty | I can express how I feel about the changes that will happen to me during puberty |
| 4.Conception | H34 | I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby | I appreciate how amazing it is that human bodies can reproduce in these ways |
| 5.Looking Ahead 1 Puzzle Outcome: Change Cards | H4, H34 | I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) | I am confident that I can cope with the changes that growing up will bring |
| 6.Looking Ahead 2 | H1, H4 | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make next year and know how to go about this. |

Year 6 Curriculum Overview Summer Term

| Piece (lesson) | RSHE guidance reference | PSHE Learning Intentions | Social and Emotional Skills Learning Intentions |
|---|---|--|--|
| 1.My Self Image | R15, R27, H1, H4, H6, H7, H9, H10 | I am aware of my own self-image and how my body image fits into that | I know how to develop my own self esteem |
| 2.Puberty | R30, R32, H9, H34, H35 | I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally | I can express how I feel about the changes that will happen to me during puberty |
| 3.Babies: Conception to Birth Assessment Opportunity | R1, R4, R32, H9, H35 | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born | I can recognise how I feel when I reflect on the development and birth of a baby |
| 4.Boyfriends and Girlfriends | R4, R7, R8, R9, R13, R19, H9 | I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend | I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to |
| 5.Real self and ideal self | R13, R15, R16, R19, R27, H1, H4, H6 H9, H10 | I am aware of the importance of a positive self-esteem and what I can do to develop it | I can express how I feel about my self-image and know how to challenge negative 'body-talk' |
| 6.The Year Ahead | H2, H3, H4, H6, H9, H10 | I can identify what I am looking forward to and what worries me about the transition to secondary school for moving to my next class. | I know how to prepare myself emotionally for the changes next year. |

Appendix 2: By the end of primary school children should know

Relationships Education

| TOPIC | CHILDREN SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <p>That families are important for children growing up because they can give love, security and stability</p> <ul style="list-style-type: none"> ○ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ○ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ○ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ○ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ○ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <ul style="list-style-type: none"> ○ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ○ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ○ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ○ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | <ul style="list-style-type: none"> ○ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ○ Practical steps they can take in a range of different contexts to improve or support respectful relationships ○ The conventions of courtesy and manners ○ The importance of self-respect and how this links to their own happiness ○ That in school and in wider society they can expect to be treated with respect by ○ others, and that in turn they should show due respect to others, including those in positions of authority ○ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ○ What a stereotype is, and how stereotypes can be unfair, negative or destructive ○ The importance of permission-seeking and giving in relationships with friends, peers and adults |

| TOPIC | CHILDREN SHOULD KNOW |
|----------------------|--|
| Online Relationships | <ul style="list-style-type: none"> ○ That people sometimes behave differently online, including by pretending to be someone they are not ○ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ○ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ○ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ○ How information and data is shared and used online |
| Being Safe | <ul style="list-style-type: none"> ○ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ○ About the concept of privacy and the implications of it for both children and adults including that it is not always right to keep secrets if they relate to being safe ○ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ○ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ○ How to recognise and report feelings of being unsafe or feeling bad about any adult <ul style="list-style-type: none"> ○ How to ask for advice or help for themselves or others, and to keep trying until they are heard ○ How to report concerns or abuse, and the vocabulary and confidence needed to do so <ul style="list-style-type: none"> ○ Where to get advice e.g. family, school and/or other sources |

Physical health and mental wellbeing (Statutory)

| TOPIC | CHILDREN SHOULD KNOW |
|---------------------------|---|
| Mental wellbeing | <ul style="list-style-type: none"> ○ That mental wellbeing is a normal part of daily life, in the same way as physical health. ○ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ○ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ○ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ○ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ○ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <ul style="list-style-type: none"> ○ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ○ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ○ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ○ It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | <ul style="list-style-type: none"> ○ ○ That for most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ○ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ○ Why social media, some computer games and online gaming, for example, are age restricted ○ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ○ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ○ Where and how to report concerns and get support with issues online. |

| TOPIC | CHILDREN SHOULD KNOW |
|-----------------------------|--|
| Physical health and fitness | <ul style="list-style-type: none"> ○ The characteristics and mental and physical benefits of an active lifestyle. ○ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ○ The risks associated with an inactive lifestyle (including obesity). ○ How and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <ul style="list-style-type: none"> ○ What constitutes a healthy diet (including understanding calories and other nutritional content). ○ The principles of planning and preparing a range of healthy meals. ○ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> ○ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <ul style="list-style-type: none"> ○ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ○ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ○ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ○ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ○ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ○ The facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <ul style="list-style-type: none"> ○ How to make a clear and efficient call to emergency services if necessary. ○ Concepts of basic first-aid, for example dealing with common injuries, including head injuries |
| Changing adolescent body | <ul style="list-style-type: none"> ○ ○ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ○ About menstrual wellbeing including the key facts about the menstrual cycle. |



Dear parent/carer,

This school year we have been implementing the PSHE (Personal, Social and Health Education) Programme across our school called Jigsaw, the mindful approach to PSHE.

The lessons since September, have built children's emotional literacy, self-esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way. We are sure you will have heard about the Jigsaw Friends and Calm Me time.

The Summer Term Puzzles (units) are about Relationships (unit 1) and Changing Me (unit 2).

The Changing Me Puzzle includes, in every year group, 2 or 3 lessons to help children understand the changes puberty brings and how human reproduction happens. There is a very serious safeguarding aspect to this work and obviously the younger year groups are not looking at these issues directly and explicitly but rather learning correct terminology for body parts and doing the foundation work for later year groups. The Years 5 and 6 lessons look more fully at puberty and human reproduction. These topics will also be covered in the OM nurse visits.

The Changing Me Puzzle is all about coping positively with change and includes:

Ages 3-5 Growing up: how we have changed since we were babies.

Ages 5-6 Boys' and girls' bodies; correct names for body parts.

Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams.

We hope you will be in agreement with us that this work is vitally important for children, that it needs to be done age-appropriately and that the Jigsaw Programme gives us a secure framework in which to do this.

However, we do as always want to work in partnership with parents and carers, and also wish to inform you of your legal right to withdraw your children from some aspects of this work. Relationships Education and Health Education are statutory for all primary schools. The aspects parents have the right to withdraw their children from is some of the Sex Education curriculum. If you wish for your child to be removed from this, please inform your child's class teacher on Class Dojo.

If you have any concerns or queries, please contact your child's class teacher.

Yours Sincerely,